



## RESULTS OF THE SURVEY

### COUNTRY FOCUS: BELGIUM

#### UCLL



*University College Leuven-Limburg*

*Teacher training department*

*Oude Luikerbaan 79*

*3500 Hasselt – Belgium*

[www.ucll.be](http://www.ucll.be)

[info@ucll.be](mailto:info@ucll.be)

*UCLL has been applied the survey in Hasselt with 59 primary schoolteachers. They didn't use all of the questions, but made a selection because most of them are starting teachers.*

*The main outcomes are the following:*

***1)What challenges/difficulties amongst the students have you encountered when you've started teaching a new class/group with a foreign background?***

*The level of language is the biggest challenge. The communication with students and the parents-participation are seen as difficulties. Cultural backgrounds and different*



*values and norms are challenges for the teachers. Cultural differences cause sometimes confusion because of different ways of approaching issues.*

*It's a challenge to bring difficult experiences and traumas into question in an inclusive way. Therefore it's important, but not easy, to let them be part of the social (class)group.*

**2) Do these challenges alter over time when the student's progress? If so, in what ways?**  
*Not submitted*

**3) Are the challenges/difficulties different depending on sex, ethnicity, culture, religion, and/or educational background? If so, in what ways**

*Educational background is believed to be the most significant difference, the lack of techniques and strategies to understand different texts and instructions, it is not easy to for educators to adjust to the different level of education.*

*Teachers attribute difficulties especially to religious and cultural differences: how to deal with religious holidays, prayers, food, man/women status...*

**4) Have you found a working strategy/method for finding a common ground when teaching students who face different kinds of challenges/have different difficulties in the same class/learning situation? If so, what strategy?**

*The most important way of dealing with these problems is for the Belgian teachers to approach these students with a growth mindset en to be interested in them. Creating a classgroup where everybody has his place and feel connected.*

*As a teacher you have to concentrate on each student individual, and giving them all individual time, and being aware that everyone has a different level of education. Important is to see (cultural and religious) differences as an opportunity during class.*

**5) After how long can you detect signs of acceptance, adaptation and/or assimilation (if any) amongst the students?**

*Not submitted*



**6) Does the degree of adaptation differ depending on sex, ethnicity, culture, religion, and/or educational background? If so, could you give some examples?**

*Not submitted*

**7) Have you noticed any differences in degrees of integration between teaching a single cultural class/group and a multicultural class/group? If so, what differences?**

*Not submitted*

**8) Have you detected any topics that are difficult to teach/talk about in a multicultural class/group? If so, what topics?**

*Not submitted*

**9) Are there situations where students end up in heated debates and can't seem to be able to regain focus? If so, does the degree of intensity differ between single cultural classes and multicultural classes? Could you give an example?**

*Not submitted*

**10) If you end up in such a "trap", have you found a strategy/"trick" to get out of the "trap" and get the class back on track? If so, what strategy/"trick"?**

*Not submitted*

**11) Are there any areas in teaching a multicultural class you feel you struggle more with than other areas? If so, what areas?**

*The most respondents work in Catholic schools and they see religion courses as difficulty because they don't have always enough background knowledge about other religions to integrate and to deal with different views in their lessons.*

*They struggle also how to bring together points of view and talk with all students about social problems and hot topics in society. Because they don't know properly cultural and social differences between ethnic and cultural groups.*

*Developing different tasks – lessons concerning language such as reading comprehension and language proficiency.*



**12) Would you like to be able to get support, tips and/or concrete exercises online designed for specific teaching situations? If so, in what format would you prefer it (for instance chat, searchable databank, videos etcetera)?**

*A databank would be useful to share:*

- *inspirations and ideas, videos*
- *lesson plans with objectives and goals especially for language and religious education.*
- *knowledge about religion and cultural habits and differences, the multicultural society*

*Solid translation tool*

*Videos and skypeing/chat could be beneficial, a way to discuss certain questions and topics.*

**13) Does the teachers/educators background (ethnic, cultural etcetera) affect the dynamics, perception, influence and reception regarding challenges and integration in the class/learning situation? If so, could you give an example?**

*Belgium translated this question into two questions:*

**13a Does the teachers/educators background (ethnic, cultural etcetera) affect the dynamics, perception, influence and reception regarding challenges of multicultural classes? If so, could you give an example?**

*When you have a multicultural background as a teacher or you have experiences yourself in multicultural classes affect the way you handle the challenges of multicultural classes:*

*For example:*

- *If you speak several languages it facilitates communication with students and their parents.*
- *You can be a role model for students*

*But most respondents said that more important and of a bigger influence on the*



*development of students is having a open and growth mindset or not.*

***13b Does the teachers/educators background (ethnic, cultural etcetera) affect the integration of students with a migration background in the class/learning situation? If so, could you give an example?***

*Teachers ethnic and cultural background can have a positive effect on the integration of students with a migration background.*

*Not only the teachers ethnic and cultural background affect the integration of students with a migration background but also the educational background and experiences are determing.*

*More important to the integration of a student is that a teacher have faith in a student, pays attention to the well-being of the student and that he is a bridge builder to the social group of the student.*